DOCUMENT RESUME

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TITLE	Recognizing How Children Develop (Teacher Education Module B-2). Description of Teacher Inservice Education Materials.
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ABSTRACT

The described teacher inservice education program is designed for preschool, elementary and secondary school teachers, teacher aides, and parents who are interested in a study of children's developmental patterns. The scope and sequencing of topics in the program are outlined, and the activities and resources involved are described. Ordering information for materials is provided, and a critique of the program is included. (JD)

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ED173282

DESCRIPTION OF TEACHER INSERVICE EDUCATION MATERIALS

SUMMARY INFORMATION

Title: RECOGNIZING HOW CHILDREN DEVELOP (Teacher Education Module B-2)

Publication Date(s): May, 1973

Intended Users: Preservice and inservice teachers, teacher aides, parents and all who are interested in a study of children's developmental patterns

Grade Level(s): Preschool, elementary, middle and secondary school

Number: Individual or group

Primary Focus: The intent of this product is to provide teachers with a systematic understanding of children's developmental patterns, so that they may more effectively apply appropriate techniques of behavior modification, thereby furthering student's positive growth and development.

School subject(s) and/or inservice topic(s) covered:

Inservice topics addressed in this module include: the physical, social and emotional characteristics of children, aged 3-6, 6-8, 8-11, 11-13, 13-16; modification techniques and actions which will effect positive behavior.

What participant does in using the materials:

After completing a pre-assessment to determine the user's competency level in the module subject, the user proceeds to Objective 1, where s/he will take a pretest, work through the procedures, take a posttest and complete the study/work sheets corresponding to that objective. This procedure is repeated for Objective 2. Objective 2 also includes a filmstrip-tape program with accompanying activities. As a final evaluation, the user again does the pre-assessment.

Resources: This program may be studied either on an individual basis or in a group inservice training setting. In either case, the developers suggest that a resource person help guide users through the module. The program components include the 51-page module booklet, a filmstrip-tape program and a consumable materials packet which contains reprint pages of worksheets from the booklet. Besides administrative and organizational requirements, users will need a filmstrip projector, tape recorder, and (if available) a videotape recorder.

Describer critique:

This is a well-structured program which could readily and effectively be completed on an individual basis. Its objectives and methods are clearly defined: users will have a definitive concept of how to apply knowledge of children's development patterns to techniques for improving the overall quality of their education.

M68 (M) affective skills - (M) behavioral science - (CM) behavior modification TD

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1.0 PURPOSES:

Rationale

The developers offer the following rationale for this program:

"Students need a learning environment in which they can develop with success and self-understanding. To provide such an environment, adults in the classroom must be able to observe children accurately in relation to the ways behavior is shaped. They must be consistent and responsive in their patterns of classroom management so that students may learn self-discipline and self-worth. Day by day, teacher and aide must apply appropriate alternatives of behavior modification through which wholesome growth and development can take place."

Goals

The module's purpose, as stated by the developers, is: "to help (teachers) work more effectively with pupils by applying positive techniques of behavior modification in relation to the child's patterns of human growth and development."

Objectives

There are two specific objectives intended for program users. They are:

Specific objective 1: "Given a list of physical, social, and emotional characteristics of child behavior, you will be able to match them to categories of human growth and development with 90% accuracy."

Specific objective 2: "Given the opportunity to observe the behavior of one student in the classroom over a period of one week, and to analyze the observations with other adults in the classroom, you will be able to identify at least three positive actions that could be used to modify the child's behavior."

2.0 CONTENT — Scope and Sequencing of Topics:

Scope

Product components include a 50-page module booklet, "Recognizing How Children Develop," and a filmstrip-tape program titled, "Discipline." Contents of the module booklet, which outline the program procedure, are listed below:

Introduction Objectives Rationale Instructions to Participants and to Persons Administering the Module	pp. 1-2
Pre-Assessment	pp. 3-4
Overview of the Module	p. 5
Materials and Equipment	p. 6
Activities for Specific Objective 1 Pre-Test Procedures Post-Test Study Sheets/Work Sheets	pp. 7-26
Activities for Specific Objective 2 Pre-Test Procedures Post-Test Study Sheets/Work Sheets	pp. 27-46
Evaluation	p. 46
Appendix Inservice Education Component Description B-2 Module Feedback Sheet	pp. 47-50

Sequence

The product is intended to be studied in the sequence established by the developers.

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main inservice activities:

After completing a pre-assessment to determine the user's competency level in the module subject, the user proceeds to Objective 1, where s/he will take a pretest, work through the procedures, take a posttest and complete the study/work sheets corresponding to that objective. This procedure is repeated for Objective 2. Objective 2 also includes a filmstrip-tape program with accompanying activities. As a final evaluation, the user again does the pre-assessment.

3.2 Help given in use of product:

The 50-page module booklet contains all the instructions for implementation of the program. As the material is self-instructional, these are directed to the individual using the product. The developers do recommend that a resource person oversee the program, but no special instructions are directed to him or her.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The program includes a pre-assessment, pretests with each specific objective, posttests with both, and a final evaluation which is a repetition of the pre-assessment test. These all serve as checks on users' progress in relation to the program objectives.

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National Education Association
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Washington, D.C. 20036

5.0 ORDERING INFORMATION

5.1 Resources required/recommended for implementing product:

This program may be studied either on an individual basis or in a group inservice training setting. In either case, the developers suggest that a resource person help guide users through the module. The program components include the 51-page module booklet, a filmstrip-tape program and a consumable materials packet which contains reprint pages of worksheets from the booklet. Besides administrative and organizational requirements, users will need a filmstrip projector, tape recorder, and (if available) a videotape recorder.

5.2 Distributor name/address:

Booklet:

Floyd T. Christian, Commissioner
Department of Education
Tallahassee, Florida
(904) 488-1234

Filmstrip-tape:

VIMCET Associates
P.O. Box 24717
Los Angeles, California 90024
(213) 345-9949

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
RECOGNIZING HOW CHILDREN DEVELOP - Total	$18.80	no		
includes:				
Book of readings and work sheets, pretests and posttests	.80	no	1/participant	yes
Tape #15, "Discipline"	18.00	no	1/group	yes
consumables	.15	no	1/participant	no

Worksheets can be ordered separately

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

This program was developed by the State of Florida Department of Education, under Part B, Subpart 2, of the Education Professions Development Act (Title V of the Higher Education Act of 1965). It was funded by a grant from the United States Office of Education.

6.2 How developed and when:

The first edition of this module was developed by a group from Columbia County, Florida. Field tests were given during the summer of 1969. According to the developer, "the Dade County Public Schools Division of Educational Planning and Services committed the time and resources of curriculum consultants, media specialists and educational program planners for extensive revisions." The staff of the Dade County Department of Staff Development and Utilization is primarily responsible for the revised edition of the module. Alfred Goetschius of Dade County is responsible for the present edition that is revised for use by secondary school personnel. The product was revised in May, 1973.

6.3 Evidence of effectiveness with users:

No results of field testing were provided by the program developers.

DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

The product is well-structured and should allow users to reach the objectives stated in the module introduction. This particular edition has been revised for secondary school personnel, but is still appropriate study for elementary level teachers.

The technical quality of the product is good; the book is clearly printed and its language is direct.

Content accuracy/social fairness/community acceptance issues:

The product does not exhibit any racial, ethnic or sexual biases.

Overall summary/comment:

This material is presented in a straightforward, orderly fashion and does give the participant an overall knowledge of children's characteristics at various age levels. The describer does feel that more detail is called for at the secondary level. The material on behavior modification is complete and directive; the suggested technique of working in detail with one child probably would be very informative and a good reference for future classroom situations.

MP-5/77